

SPSF | SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

VIRGINIA DEPARTMENT OF EDUCATION

The School Performance and Support Framework (SPSF) is Virginia's school accountability system. It is the state's way of evaluating the Commonwealth's public schools. Developed with the input of Virginia's educational community, the multi-measure framework supports high-quality education by measuring how well schools are supporting our students to meet high expectations.

Weighting of SPSF Components

The SPSF includes up to four areas of focus, or components, but most schools are evaluated on three of them. Depending on the grade levels within a school, each component is weighted differently to match the academic priorities of the school. Each component consists of multiple indicators, or specific outcome measures.

Elementary School

Mastery	Growth	Readiness
65%	25%	10%

Middle School

Mastery	Growth	Readiness
60%	20%	20%

High School

Mastery	Readiness	Graduation
50%	35%	15%

School Performance Categories

Schools earn points based on how they do on each indicator, in each component. The component scores are then added to calculate an overall score. Schools are placed in one of four performance categories based on their overall score. A school's performance category may be lowered by one level, however, if an individual group of students in the school, like students from low-income backgrounds or students with disabilities, is struggling.

Distinguished (90+ points):	Meets Expectations (formerly On Track) (80–89 points):	Approaching Expectations (formerly Off Track) (65–79 points):	Needs Intensive Support (<65 points):
Exceeding expectations for students.	Meeting expectations for students.	Not yet meeting expectations for students.	Schools significantly not meeting expectations for students.

Scoring Breakdown

Elementary School

MASTERY 65%	<ul style="list-style-type: none"> Reading Performance: SOL (Standards of Learning) and Virginia Alternate Assessment Program (VAAP) assessments: 22.5% Math Performance: SOL and VAAP assessments: 22.5% Science Performance: SOL and VAAP assessments: 10% English Learner (EL) Progress: Growth toward English Language Proficiency on WIDA ACCESS and Alternate ACCESS assessments: 10%
GROWTH 25%	<ul style="list-style-type: none"> Reading Growth: SOL and VAAP assessments: 12.5% Math Growth: SOL and VAAP assessments: 12.5%
READINESS 10%	<ul style="list-style-type: none"> Chronic Absenteeism: Students missing 10% or more of the school year: 10%

Middle School

MASTERY 60%	<ul style="list-style-type: none"> • Reading Performance: SOL and VAAP assessments: 20% • Math Performance: SOL and VAAP assessments: 20% • Science Performance: SOL and VAAP assessments: 10% • EL Progress: Growth toward English Language Proficiency on WIDA ACCESS and Alternate ACCESS assessments: 10%
GROWTH 20%	<ul style="list-style-type: none"> • Reading Growth: SOL and VAAP assessments: 12.5% • Math Growth: SOL and VAAP assessments: 12.5%
READINESS 20%	<ul style="list-style-type: none"> • Chronic Absenteeism: Students missing 10% or more of the school year: 10% • Advanced Coursework: High School Math SOL assessments: 10%

High School

MASTERY 50%	<ul style="list-style-type: none"> • Reading Performance: SOL and VAAP assessments: 15% • Math Performance: SOL and VAAP assessments: 15% • Science Performance: SOL and VAAP assessments: 10% • EL Progress: Growth toward English Language Proficiency on WIDA ACCESS and Alternate ACCESS assessments: 10%
READINESS 35%	<ul style="list-style-type: none"> • Chronic Absenteeism: Students missing 10% or more of the school year: 5% • 6-Year Graduation Rate with Applied Studies: Students graduating with any Virginia diploma in six years: 5% • 3E Readiness*: 25% <p>* 3E Readiness focuses on students graduating high school ready for enrollment, employment, and/or enlistment.</p>
GRADUATION 15%	<ul style="list-style-type: none"> • Federal Graduation Indicator: Students graduating with at least a Standard or Advanced Studies Diploma in four years: 15%

Identification for Support

In addition to the reported performance category, a school may also be identified for federal support and improvement based on full school or student group performance:

- Comprehensive Support = lowest-performing 5% of Title I schools in the state and high schools with very low graduation rates: **Full School Support. These schools are identified once every three years.**
- Additional Targeted Support = any school where a student group is performing similarly to students in comprehensive support schools for multiple years: **Intensive Student Group Support. These schools are identified once every three years.**
- Targeted Support = any school where a student group is performing similarly to students in comprehensive support schools: **Student Group Support. These schools are identified annually.**

Note: Schools identified for Targeted or Additional Targeted Support will have their performance category lowered one level.

All identified schools must develop a school improvement plan that identifies the school's needs, analyzes available resources and resource gaps, and describes evidence-based interventions to improve student outcomes. Identified schools receive technical assistance, coaching, supports, and other resources from the VDOE, which can include additional funding.

Memorandum of Understanding(MOU) Divisions

A local school board will enter into a MOU when at least 40% of the division's schools are identified for comprehensive or additional targeted support or 10 or more schools are identified for comprehensive support. The MOU is an agreement between the school division and VDOE to put plans and tiered supports in place to enable students to realize meaningful academic improvement while the public schools remain under the control and operation of their local school board.